

State of New Mexico
LEGISLATIVE EDUCATION STUDY COMMITTEE

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November 14, 2007

MEMORANDUM

TO: Legislative Education Study Committee

FR: Pamela Herman 

RE: STAFF REPORT: THE AMERICAN DIPLOMA PROJECT AND HIGH SCHOOL ASSESSMENTS

For too many graduates, the American high school diploma signifies only a broken promise. While students and their parents may still believe that the diploma reflects adequate preparation for the intellectual demands of adult life, in reality it falls far short of this common sense goal. The confidence that students and parents place in the diploma contrasts sharply with the skepticism of employers and postsecondary institutions, who all but ignore the diploma, knowing that it often serves as little more than a certificate of attendance. In fact, in much of the United States, students can earn a high school diploma without having demonstrated the achievement of common academic standards or the ability to apply their knowledge in practical ways.

▪ Achieve, Inc.

Introduction:

- Since at least 1998, as part of its statutory mandate regarding teacher education programs, the Legislative Education Study Committee (LESC) has studied education reform issues that bear upon the creation of an integrated pre-school through college (P-20) system for public education. In that context, the committee heard testimony from the National Conference of State Legislatures (NCSL) and others during the 2001 interim urging the alignment of high school curricula with college placement requirements.

- In 2003, the LESC endorsed and the Legislature passed a comprehensive package of measures to restructure and reform the New Mexico system of public education. A key provision in the reform bill, as well as separate legislation in the House and Senate, was a new section in the *Public School Code* requiring that high school curricula and end-of-course tests be aligned with the placement tests administered by two- and four-year public postsecondary institutions in New Mexico.
- The LESC included progress reports on implementation of this law in every interim workplan since the law was enacted. In the 2005 interim, the LESC requested that the Secretary of Higher Education take responsibility for the alignment process. Subsequently, the Secretaries of Higher Education and Public Education created a joint task force on alignment to recommend a plan for achieving the mandate of the 2003 law.
- In the 2006 interim, the LESC heard a presentation on the results of a study by the Office of Education Accountability (OEA), undertaken to support the work of the alignment task force, showing that over 49 percent of recent New Mexico high school graduates take remedial courses in language arts or mathematics in their first semester in college. Following that report, the LESC, together with the Secretary of Public Education, focused attention throughout 2006 on the academic and career readiness of high school graduates in New Mexico and the need for high school reform.
- To support this effort, the committee convened a 60-member Work Group on College/Workplace Readiness and High School Redesign to guarantee meaningful involvement of representatives of public schools, higher education, tribal educators, education organizations, parents, and the business community. The work group met monthly during the interim to take testimony on a range of topics related to high school reform and the creation of a seamless P-20 system, including the following:
 - research on the factors that prepare students to succeed in college;
 - the rigor of New Mexico high schools' curricula;
 - graduation requirements;
 - alignment of high school standards with college and workplace expectations;
 - alignment of high school assessments with college placement tests;
 - high school restructuring options; and
 - teacher preparation, induction, and professional development.
- As part of the study of alignment and postsecondary preparation, the LESC and the work group heard a presentation by a representative of Achieve, Inc., regarding the American Diploma Project (ADP), a national initiative to increase the value of the high school diploma by engaging states in raising the rigor of their high school standards, assessments, and curriculum.
- The LESC and the work group recommended that New Mexico join the ADP Network to expedite attainment of the goal of alignment between secondary and postsecondary standards by taking advantage of the experience, formal process, and technical assistance provided by Achieve, Inc.
- In September 2006, the Governor sent a letter to the president of Achieve, Inc., stating New Mexico's intention to collaborate with the ADP Network.

- In the 2007 legislative session, the LESC endorsed several measures that were enacted to implement other recommendations of the work group, including a comprehensive high school redesign bill; a package of measures addressing teacher professional development and P-20 data systems; a bill to create a statewide cyber academy; and a bill to establish consistent statewide secondary/postsecondary dual credit policies which are described in greater detail later in this report.
- To support the actual work of alignment, in the *General Appropriation Act of 2007*, the Legislature appropriated \$50,000 to the LESC to participate in the ADP Network to formally align New Mexico's high school standards and assessments with college and career expectations.

The American Diploma Project:

By joining the ADP Network, New Mexico became one of 30 states in the union participating in a voluntary, state-controlled effort to build on the foundation created by Achieve, Inc., in the ADP. Achieve, Inc., is a national bipartisan, nonprofit organization created in 1996 by the National Governors Association and the National Alliance of Business, whose mission is to help raise academic standards, improve assessments and strengthen accountability to prepare all young people for postsecondary education, work, and citizenship. Achieve is governed by a board of directors including six state governors (three from each party) and six chief executive officers of major United States corporations, including Intel Corporation.

- In 2002, Achieve partnered with the Education Trust and the Thomas B. Fordham Foundation to create the ADP in an effort to codify the knowledge and skills in mathematics and English that high school graduates must command to succeed in postsecondary education or in careers that offer good wages, benefits, and opportunities for advancement.
- Achieve states that the ADP benchmarks were developed based on two years of empirical research working closely with postsecondary faculty and “front-line managers” in high-growth, highly skilled occupations. To set the ADP benchmarks, Achieve and its contractor, Educational Testing Service, Inc. (ETS), took the following steps:
 - defined workplace expectations for skilled jobs paying over \$25,000 per year;
 - secured input from employers regarding preliminary workplace expectations;
 - defined postsecondary expectations for credit-bearing coursework;
 - synthesized the preliminary workplace and postsecondary expectations into one document;
 - convened panels of content area experts and employers to help revise the draft; and
 - gathered tasks and assignments from employers and postsecondary faculty to provide examples of the type of intellectual demand that students face in college and the workplace.
- In 2004, Achieve published the result of this work, *Ready or Not: Creating a High School Diploma that Counts*, a description of the English and mathematics benchmarks, illustrated by sample assignments and work tasks that had been developed through the two year ADP process.

- In 2005, the ADP Network was formed to build on the work completed by the ADP. At inception, 13 states joined the network; by fall of 2007 the list of participants has grown to 30 states including New Mexico. Network states make a commitment to take the following four actions:
 - align high school standards and assessments with the knowledge and skills required for success after high school;
 - require all high school graduates to take challenging courses that actually prepare them for life after high school;
 - streamline the assessment system so that the tests students take in high school can also serve as readiness tests for college and work; and
 - hold high schools accountable for graduating students who are ready for college or careers, and hold postsecondary institutions accountable for students success once enrolled, based on the development of a statewide longitudinal P-20 student data system.

New Mexico's Progress in Achieving Alignment:

In March 2007, the LESC Director, in collaboration with the Secretaries of Higher Education and Public Education, recruited a 13 member state Alignment Team to plan and coordinate the tasks involved in alignment and to attend three Alignment Institutes organized by Achieve. The team includes the LESC Director and an analyst; representatives of the Public Education Department (PED), the Higher Education Department (HED), and the Business Roundtable for Educational Excellence; and English and mathematics faculty from high schools and two- and four-year postsecondary institutions. Achieve also asked New Mexico to create a smaller state Leadership Team whose members provide policy-level guidance to the alignment initiative (see Attachment 1).

Since joining the ADP Network, the New Mexico Alignment Team and the organizations represented on the team have taken the following steps, and have planned for future action, to address the four ADP goals and commitments:

Commitment #1: Aligning high school standards and assessments with the knowledge and skills required for success after high school.

- The multi-step Achieve standards alignment process involves engaging secondary and postsecondary content area experts to review the state standards, and compare them with the ADP standards, as well as other national standards such as the ACT College Readiness Standards, and the College Board Standards for Success, and the expectations of state postsecondary institutions. Where the state chooses to do so, it may amend its standards to address issues noted by Achieve as well as in-state stakeholders. State standards are reviewed not only for alignment, but also for coherence, focus, specificity, clarity, and measurability.
- The status of standards review in New Mexico is as follows:
 - *Mathematics standards:* New Mexico's first draft of revised mathematics standards was judged to be generally rigorous and well-aligned with the ADP standards by Achieve in July 2007. The New Mexico Alignment Team, PED Mathematics Bureau staff, and the state Mathematics Advisory Council made a second round of revisions to the standards,

and in November 2007, PED submitted the revisions for Quality Review II, the final determination of alignment with ADP standards. Achieve will provide New Mexico with its Quality Review II report for mathematics standards by January 2007.

- *Mathematics standards “forward mapping”*: In August 2007, following the release of a report from the HED/PED Alignment Task Force showing the wide disparity in placement test cut scores among public postsecondary institutions in New Mexico, the New Mexico Leadership Team convened a meeting of representatives of Achieve and the chief academic officers of public postsecondary institutions to engage the institutions actively in the alignment process. As an outcome of that meeting, in October 2007, a group of secondary and postsecondary mathematics faculty met with PED and HED staff to determine the alignment of the revised high school mathematics standards with the essential entry level expectations for College Algebra, the first credit-bearing postsecondary mathematics course that most students take. This work resulted in final revisions to the standards, and will also inform efforts during spring 2008 to bring consistency to placement test cut scores among institutions statewide.
- *English/language arts standards*: PED submitted the first draft of revised English/language arts standards to Achieve in September 2007, and received the Quality Review I report in November 2007. Achieve judged the New Mexico standards to be generally well-aligned with the ADP standards, but noted some concerns with how the standards are organized. The New Mexico Alignment Team, PED Humanities Bureau staff, and others will revise and reorganize the standards in response to Achieve comments; PED anticipates submitting a second round of revisions for Quality Review II by April 2008.
- *Future standards alignment tasks* (see Attachment 2):
 - ◆ English/language arts standards “forward mapping” to align with the essential entry level expectations for Freshman Composition and other 100-level courses;
 - ◆ submission to Achieve of English/language arts standards for Quality Review II;
 - ◆ vertical alignment of curriculum through the grade levels, or “back mapping.” With support from work currently near completion at Achieve, this effort will establish a clear progression of knowledge and skills in state content standards with benchmarks, in mathematics and English/language arts, that, when mastered at each grade level, will provide students with a strong foundation for success in their high school curricula;
 - ◆ discussions among HED and state postsecondary institutions to establish consistent cut scores for placement tests statewide, based in part on forward mapping work; and
 - ◆ expanded outreach to the business and postsecondary sectors to ensure that these sectors know about and participate in the alignment process and have meaningful, effective opportunities to communicate their expectations to educators and students.

Commitment #2: Require all high school graduates to take challenging courses that actually prepare them for life after high school.

- The LESC heard testimony in the 2006 interim regarding research showing that the strongest predictor of success in college, all other factors being equal, is a rigorous high school curriculum; and that key markers for success are the highest level of mathematics taken in high school and the momentum in accruing credits up to and through the freshman year.

- Additional testimony, from national sources as well as New Mexico employers, stated that in the 21st Century, for entry into careers with the promise of good income, benefits and opportunities for advancement, high school graduates must be prepared to succeed without remediation in workforce training programs that frequently require advanced technical reading comprehension and high level math problem solving skills. By winter 2007, 14 states including New Mexico had raised their graduation requirements to include four years of English and four years of mathematics at least through Algebra II or its equivalent, and 15 additional states had plans to implement such diploma requirements in the future.
- New Mexico and other states striving to increase the rigor of state graduation requirements are also focusing on ways to make high school more relevant and engaging so students are encouraged to stay in school to graduate. The status of New Mexico's initiative to increase the rigor and relevance of its high school requirements is as follows:
 - *The Diploma of Excellence:* In 2007, the Legislature passed LESC-endorsed measures to increase the rigor and relevance of public high school programs of study (see attachments 3 and 4). The new statute creates the Diploma of Excellence for all students beginning with the class of 2014, increasing graduation requirements by one unit to a total of 24 units, with the following changes:
 - ◆ four mathematics units instead of three, including at least Algebra II or the equivalent; a student's parent may excuse the student from taking Algebra II, but not the fourth year of mathematics;
 - ◆ three science units, including at least two with a laboratory component instead of one;
 - ◆ at least one unit of dual credit, distance learning, or Advanced Placement (AP) coursework; and
 - ◆ one unit in a career cluster course, workplace readiness or a language other than English, in place of the existing required unit in communication skills, business education or foreign language.
 - *Other required curricular offerings:* The high school redesign legislation enacted in 2007 also included measures that require school districts to offer the following options beginning in school year 2008-2009:
 - ◆ programs for dual credit and distance learning;
 - ◆ at least two years of a language other than English in each high school; and
 - ◆ Algebra I in eighth grade.
 - *Aligned grade and subject curricula:* Also in 2007, legislation was enacted to require that each school district align its curricula to meet state standards for each grade level and subject area. Alignment must be complete for mathematics by school year 2008-2009 and for language arts and science by school year 2009-2010.
 - *Dual credit:* An LESC-endorsed bill was enacted in 2007 to create consistent statewide policies for the administration and allocation of costs for dual credit programs. On November 15, joint hearings are scheduled by PED and HED to implement the requirements of the new law. Major aspects of the rule include apportionment of responsibilities for dual credit programs; definition of the terms of a common master

agreement between school districts and postsecondary institutions; and an outline of data collection and reporting procedures to accurately track dual credit enrollments.

- *Distance learning:* Another LESC-endorsed bill that was enacted in 2007 established the New Mexico Cyber Academy, a statewide distance learning system. To support the cyber academy, the 2007 Legislature appropriated \$6.4 million to HED for distance learning infrastructure, and a total of \$1.17 million in recurring funds for cyber academy operating costs. According to PED and HED, the New Mexico Cyber Academy is piloting distance learning courses on a limited basis in school year 2007-2008, and will make them available statewide in time for school districts to meet the legislative mandate to offer distance learning programs by school year 2008-2009. Approximately 78 percent of high schools that responded to a 2007 LESC survey indicated that they already provide distance learning courses.
- *Dropout age increased to 18:* Finally, an LESC-endorsed measure was enacted in 2007 eliminating statutory language that allowed a student to leave school before reaching 18, the age of compulsory school attendance; however, an exception was created in the case of written and signed parental permission based on hardship.

Commitment #3: Streamline the assessment system so that the tests students take in high school can also serve as readiness tests for college and work.

- The LESC has heard testimony indicating that the existing New Mexico High School Competency Exam, the assessment required for high school graduation, tests material at about the 8th grade level. According to Achieve, most high school graduation tests measure knowledge and skills students encounter early in high school, and not those necessary for work and college readiness.
- New Mexico high school students also take a variety of other assessments:
 - All students have been required to take the 9th and 11th grade New Mexico standards-based assessments for school accountability purposes. The federal *No Child Left Behind Act of 2001* (NCLB) requires that students be tested annually in at least one high school grade in reading, mathematics, and science; the results are used to determine whether schools are making adequate yearly progress toward bringing 100 percent of their students to proficiency in reading and mathematics.
 - Some students take the PSAT as an early college readiness indicator and to attempt to qualify for the National Merit Scholarship.
 - Many students also take college entrance tests such as the ACT and the SAT in their junior or senior year.
 - A growing number of students each year sit for AP exams to receive college credit or skip prerequisite courses in college.
 - Some students, particularly those in career and technical education programs, take WorkKeys, a workplace readiness assessment.
- In the 2006 interim, the LESC heard a presentation regarding systems that various states use to embed college and workplace readiness indicators in their high school assessment systems (see Attachment 5).

- New Mexico has taken the following steps toward including indicators of readiness for college and work into the state high school assessment system:
 - *Elimination of the 9th grade standards-based assessment:* The 2007 high school redesign legislation eliminates the 9th grade standards-based assessment formerly required by state law but not required by the federal NCLB.
 - *Replacement of the existing High School Competency Exam:* The 2007 high school redesign legislation also requires that, beginning in school year 2010-2011, the New Mexico High School Competency Exam be replaced with a standards-based assessment or portfolio of standards-based indicators of readiness for high school graduation. PED is required to promulgate a rule setting out the proposed new assessment or multiple measure approach by rule by January 15, 2008.
 - *Creation of the college and workplace readiness assessment system:* The 2007 legislation created a new system of assessments designed to provide students, parents, teachers, and counselors with more useful information about readiness for high school, college, and the workplace (see Attachment 6). The system requires the following:
 - ◆ a high school readiness assessment in English, reading, and mathematics administered in the fall semester of grade 9;
 - ◆ a college readiness assessment in grade 10 in English, reading, and mathematics; and
 - ◆ a workplace readiness assessment to assess applied skills in reading, mathematics, and locating information in grade 11.
 - *Planning the required new assessments:* In August 2007, PED and HED convened a subcommittee of the PED/HED Alignment Task Force to develop proposals for the assessments required by 2007 law that will also meet the existing mandate of the 2003 statute requiring the alignment of end of course tests with postsecondary placement tests.
 - ◆ The assessment subcommittee includes representatives of PED, HED, and institutional and district assessment staff. In its deliberations, it has included consideration of the new high school graduation instrument or portfolio of indicators while it explores options for the college and workplace readiness assessment system.
 - ◆ The New Mexico Association of Community Colleges and the Council of University Presidents have provided additional input in the form of letters to the Secretary of Higher Education advocating that the college readiness assessment should be “nationally norm-referenced” (see Attachments 7 and 8).
 - ◆ At the same time, according to the Executive Director of the New Mexico Business Roundtable for Educational Excellence, the Roundtable has held a series of focus groups involving New Mexico employers from business and industry to determine the entry-level skills required for high growth, high paying jobs in the state, tied to the state’s seven career clusters and the WorkKeys workplace readiness assessment (see Attachment 9).

Issue: Before a determination is made regarding the 10th grade college readiness and the 11th grade workplace readiness assessments, it is critical that P-12 and postsecondary educators and the business sector communicate fully and collaborate closely to select an

assessment whose results will be both credible and useful to schools, colleges and employers.

Commitment # 4: Hold high schools accountable for graduating students who are ready for college or careers, and hold postsecondary institutions accountable for students success once enrolled, based on the development of a statewide longitudinal P-20 student data system.

- Achieve maintains that, while preparing all students for college, careers and citizenship is the ostensible goal of public high schools, preparedness is “barely a factor” in high school accountability systems. Achieve contends that, in addition to more reliable measures of readiness, states need longitudinal data systems with the capacity to track student progress from high school through postsecondary education.
- In October 2007, the LESC heard a presentation regarding progress in implementing the state public school student data warehouse known as STARS (Student Teacher Accountability Reporting System). The committee is scheduled to hear a presentation in December 2007 on progress in implementing a legislative mandate that public postsecondary institutions use the same student identification number assigned by PED in the STARS system to create a longitudinal P-20 data system.

Background: High School Exit Exams:

In making decisions that affect high school exit exams, authorities suggest a number of factors and trends that policymakers might consider, including the following:

- According to the Center for Education Policy (CEP), 26 states have or are implementing high school exit exam requirements. CEP and other authorities state that, in general, these assessments test material that students encounter in about 10th grade. CEP points to factors that make exit exams controversial to different degrees from state to state: disparities in the rates of passage of minority, low income and English language learner students; the threat of potentially costly litigation; whether or not there exist alternative paths to graduation; the availability of funding for remedial education for struggling students; and debates about the difficulty of the tests.
- CEP states that 20 of the states that have, or are phasing in, exit exams use the same exams to fulfill the high school testing requirement for NCLB; however, eight of those states use a different, usually lower, passing score for awarding diplomas than for determining proficiency under NCLB.
- Achieve indicates that two states incorporate end-of-course tests in their state graduation test system, and others are moving in that direction.
- The *Standards for Educational and Psychological Testing*, a joint publication of the three national professional research organizations concerned with testing and measurement,* state that “in educational settings, a decision or characterization that will have major impact on a student should not be made on the basis of a single test score. Other relevant information should be taken into account if it will enhance the overall validity of the decision.”

* The American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education

- A September 2006 analysis of options for state exit requirements published by the School Redesign Network of Stanford University School of Education for the State of Washington outlines how a number of states use an exit exam as part of their graduation decision, along with other measures, so that the test is considered but is not the sole basis for denying a diploma. Examples include:
 - grades in specific courses as an alternative to the exit exam (as in Arizona, Georgia, Indiana, Massachusetts, Mississippi, and Ohio);
 - a combination of performance measures shown to align with state standards in a “collection of evidence,” in some cases determined by local districts (as in Connecticut, Maine, Oregon, and Rhode Island);
 - a portfolio of classroom evidence (as in Arizona, Georgia, Indiana, Mississippi, and Washington);
 - substitute assessments, such as the ACT, the SAT, AP, or International Baccalaureate tests, available if the student does not pass the standard exit exam (as in Alabama, Florida, Idaho, Maryland, New York, North Carolina, Virginia, and Washington); and
 - an alternative assessment, which is another state developed assessment that measures command of state standards differently than the regular graduation exam, frequently used for students with disabilities (as in Maryland, New Jersey, Connecticut, Maine, and Pennsylvania).

Policy Options:

- The LESC has heard testimony regarding the need for timely, accurate, comprehensive, and secure data systems to make ongoing evaluation of publicly funded education programs possible, and to hold institutions and agencies in each part of the system accountable for student success. To ensure that policymakers have access to the uniform, consistent, and reliable accountability data they need, the LESC may wish to consider including HED and public postsecondary institutions as well as PED in a legislative proposal to codify the requirements for a comprehensive data warehouse.
- At the level of leadership and coordination, the participation of New Mexico educators in the ADP Network is producing a new mutual understanding about expectations of students at high schools and postsecondary institutions. To encourage such understanding and further dialogue among educators statewide, the LESC may wish to consider endorsing legislation that would require two- and four-year institutions of higher education to report to school districts annually regarding the outcomes of students enrolling from those districts.

Presenter:

Dr. Catherine Cross Maple, Deputy Secretary, Learning and Accountability, PED, will provide the committee with a report on the status of planning for changes in the New Mexico high school assessment system.

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AMERICAN DIPLOMA PROJECT NETWORK, COHORT 3**

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New Mexico – Draft Alignment Timeline March 28, 2007 – Fall 2009

Revised November 7, 2007

	Action	Timeline	Lead Person	Achieve Support	IHE Task	IHE Timeline	Lead Person
1	Postsecondary Outreach	Ongoing – see righthand columns	Bill Flores, Liz Gutierrez w/ alignment team members	Contact Achieve & Christine for latest	Placement tests - Post cut-score matrix on HED website – provosts agree in principal to select one placement test	Done following CAO meeting June 22 '07	Liz G., Bill F.
				Lisa Gray	Standards - Meetings of Math Council [Articulation TF Gen. Ed. Committee]	August 6 '07	
					HED meets with college presidents to discuss issues including cut scores	Done August 14 '07	Sec. Dasenbrock
					HE CAO's meet with Achieve to discuss alignment issues and establish action plan	Done August 28 '07	Bill F., Pauline R.
2	Business Outreach² Focus groups of business leaders Identify key skills and knowledge for key job types tied to 7 career clusters and WorkKeys, as criteria for award of career readiness certificates.	done November '07	Larry Langley	Contact Achieve & Jenn Vranek for latest.			
3	Business Outreach Involve chief information officers of HED, PED for public information	November '07	Laura Mulry-HED D. Montoya & B. Friedman-PED	Contact Achieve & Jenn Vranek			
4	Math - Submit Draft for Quality Review I	done June '07	Rick Scott	Contact Christine			

¹ NM alignment team members will be engaged throughout as needed

² See Business Toolkit; Tenn. materials; Col. business outreach plan; Achieve "Rising to the Challenge"

	Action	Timeline	Lead Person ¹	Achieve Support	IHE Task	IHE Timeline	Lead Person
5	Dual credit - master agreement draft complete, adopted by PED	done, August '07	Marcia Knight		Dual credit - Master agreement draft complete, adopted by HED	Done, August '07	Tanya Garcia
6					Dual credit – HE Funding Formula Task Force recommendations to Legislative Finance Committee	October '07	Sec. Dasenbrock
7	Assessments - Establish Assessment Sub-committee of P-12 and HE reps; develop timeline to align HS assessments and HE placement tests	Beginning August 14, '07 and ongoing	Catherine Cross Maple		Assessments - Participate in design of high school assessments aligned with postsecondary placement tests	Beginning August 14, '07 and ongoing	Bill Flores/Liz Gutierrez
8	Dual credit – rule drafted	Done August '07	Marcia Knight & PED legal		Dual credit – rule drafted	August 2007	Tanya Garcia
9	Dual credit – rule hearing	November 15 '07	PED legal		Dual credit – rule hearing	November 15 '07	HED staff
10	English - Submit Draft for Quality Review I	Done Sept '07	Iona	Contact Christine			
11					Data - Final draft work plan for P-20 longitudinal data system	October 2007	HED/PED CYFD/OWS Data Sharing Task Force
12	Math - Submit draft math standards to districts for HB 911 purposes	September '07	Rick				
13	Math – Submit revisions for Quality Review II (incorporating voluntary curriculum recommendations from McREL)	done November '07	Rick	Contact Christine			
14	Math – forward mapping of HS math standards to entry-level postsecondary course entry requirements	done October '07	R Scott & C. Ahlstrom with faculty committee	Lisa Gray	Math – forward mapping of HS math standards to entry-level postsecondary course entry requirements	Done October '07	Liz/Bill with committee of faculty
15	English – Receive English Quality Review I response from Achieve	Done Nov '07	Iona & team	Joann Erich			

	Action	Timeline	Lead Person ¹	Achieve Support	IHE Task	IHE Timeline	Lead Person
16					Higher Education Summit	Dec. 2-5 '07	HED
17	English – determination of stands to include in ELA standards framework	December '07	Iona and committee	Joann Erich			
18					Dual credit – funding formula change approved via HED institutional budget recommendations	January '08	Secretary Dasenbrock
19	English – Submit Legislative request for PD and Curriculum Writing (cf math standards from McREL)	January 2008	Pauline w/ Stuart, Jim		Data - Submit legislative request for funding for data system with plan to link STARS with HE systems	January 2008	
20	Math – Receive Quality Review II report	January '08	Rick/Iona	Christine			
21	English – forward mapping of HS ELA standards to entry-level postsecondary course entry requirements	Early March '08	Iona and faculty committee	Joann Erich	English – forward mapping of HS ELA standards to entry-level postsecondary course entry requirements	Early March '08	Bill/Liz and faculty committee
22					Meeting with CAOs for alignment update	March '08	Bill Flores
23	Math – Embed standards into course descriptions, including integrated math courses	March '08	Rick w/AI members, math group		Math assessments - Establish adjusted math placement test cut-scores	March '08	Sec., Bill Flores, Liz G., provosts, math forward mapping team
24	English – Submit revisions for Quality Review II	April 30, '08	Iona	Contact Christine			
25	English – Receive Quality Review II report from Achieve	June '08	Iona	Joanne Erich			
26	Math – standards back-mapping, grades 12 to 6	May '08	Rick Scott	Achieve back-mapping work on-line			

	Action	Timeline	Lead Person ¹	Achieve Support	IHE Task	IHE Timeline	Lead Person
27	Standards - PED rule-making to implement revised math and ELA standards in Standards for Excellence	TBD	Catherine CM				
28	English – Embed standards into course descriptions	June 2008	Iona w/AI members, Eng group	English framework	English assessments - Establish adjusted reading and writing placement test cut-scores	August '08	Sec., Bill Flores, Liz G., English forward mapping team
29	Standards – Math curricula in all districts statewide aligned to state standards	2008-2009 school year					
30	Assessments – Statewide college and workplace readiness assessment system in place	2008-2009 school year	Catherine Cross Maple, PED				
31	English – standards back-mapping, grades 12 – 6	December '08	Iona	Achieve ELA back-mapping work on-line			
32	Math – statewide outreach on Course Design	Fall 2008	Rick				
33	English – statewide outreach on Course Design	Fall 2008	Iona				
34	Math – Course requirements in place	Fall 2009	Catherine Cross Maple				
35	English – Course requirements in place/ Voluntary Curriculum	Fall 2009	Catherine Cross Maple				

~~F. In fourth through eighth grades, school districts shall offer electives that contribute to academic growth and skill development and provide career and technical education.~~

~~G. In ninth through twelfth grades, instruction that meets academic content and performance standards shall be provided in health education.~~

~~History: 1978 Comp., § 22-13-1, enacted by Laws 2003, ch. 153, § 57; 2005, ch. 315, § 9; 2007, ch. 307, § 7; 2007, ch. 308, § 7. and third grade classes provide instruction that meets content and performance standards in science and social studies and add Subsection E.~~

~~2007 amendments. — Laws 2007, ch. 307, § 7 and Laws 2007, ch. 308, § 7 enacted identical amendments to this section, effective July 1, 2007. The 2007 amendments amend Subsection C to require that first, second~~

22-13-1.1. Graduation requirements.

A. At the end of grades eight through eleven, each student shall prepare an interim next-step plan that sets forth the coursework for the grades remaining until high school graduation. Each year's plan shall explain any differences from previous interim next-step plans, shall be filed with the principal of the student's high school and shall be signed by the student, the student's parent and the student's guidance counselor or other school official charged with coursework planning for the student.

B. Each student must complete a final next-step plan during the senior year and prior to graduation. The plan shall be filed with the principal of the student's high school and shall be signed by the student, the student's parent and the student's guidance counselor or other school official charged with coursework planning for the student.

C. An individualized education program that meets the requirements of Subsections A and B of this section and that meets all applicable transition and procedural requirements of the federal Individuals with Disabilities Education Act for a student with a disability shall satisfy the next-step plan requirements of this section for that student.

D. A local school board shall ensure that each high school student has the opportunity to develop a next-step plan based on reports of college and workplace readiness assessments, as available, and other factors and is reasonably informed about:

- (1) curricular and course options, including honors or advanced placement courses, dual-credit courses, distance learning courses, career clusters or remediation programs that the college and workplace readiness assessments indicate to be appropriate;
- (2) opportunities available that lead to different post-high-school options; and
- (3) alternative opportunities available if the student does not finish a planned curriculum.

E. The secretary shall:

- (1) establish specific accountability standards for administrators, counselors, teachers and school district staff to ensure that every student has the opportunity to develop a next-step plan;
- (2) promulgate rules for accredited private schools in order to ensure substantial compliance with the provisions of this section;
- (3) monitor compliance with the requirements of this section; and
- (4) compile such information as is necessary to evaluate the success of next-step plans and report annually, by December 15, to the legislative education study committee and the governor.

F. Successful completion of a minimum of twenty-three units aligned to the state academic content and performance standards shall be required for graduation. These units shall be as follows:

- (1) four units in English, with major emphasis on grammar and literature;
- (2) three units in mathematics, at least one of which is equivalent to the algebra 1 level or higher;
- (3) two units in science, one of which shall have a laboratory component; provided, however, that with students entering the ninth grade beginning in the 2005-2006 school

year, three units in science shall be required, one of which shall have a laboratory component;

(4) three units in social science, which shall include United States history and geography, world history and geography and government and economics;

(5) one unit in physical education;

(6) one unit in communication skills or business education, with a major emphasis on writing and speaking and that may include a language other than English;

(7) one-half unit in New Mexico history for students entering the ninth grade beginning in the 2005-2006 school year; and

(8) nine elective units and seven and one-half elective units for students entering the ninth grade in the 2005-2006 school year that meet department content and performance standards. Student service learning shall be offered as an elective.

G. For students entering the ninth grade beginning in the 2009-2010 school year, at least one of the units required for graduation shall be earned as an advanced placement or honors course, a dual-credit course offered in cooperation with an institution of higher education or a distance learning course.

H. The department shall establish a procedure for students to be awarded credit through completion of specified career technical education courses for certain graduation requirements.

I. Successful completion of the requirements of the New Mexico diploma of excellence shall be required for graduation for students entering the ninth grade beginning in the 2009-2010 school year. Successful completion of a minimum of twenty-four units aligned to the state academic content and performance standards shall be required to earn a New Mexico diploma of excellence. These units shall be as follows:

(1) four units in English, with major emphasis on grammar, nonfiction writing and literature;

(2) four units in mathematics, of which one shall be the equivalent to or higher than the level of algebra 2, unless the parent submitted written, signed permission for the student to complete a lesser mathematics unit;

(3) three units in science, two of which shall have a laboratory component;

(4) three and one-half units in social science, which shall include United States history and geography, world history and geography and government and economics, and one-half unit of New Mexico history;

(5) one unit in physical education;

(6) one unit in one of the following: a career cluster course, workplace readiness or a language other than English; and

(7) seven and one-half elective units that meet department content and performance standards. Student service learning shall be offered as an elective.

J. Final examinations shall be administered to all students in all classes offered for credit.

K. Until July 1, 2010, a student who has not passed a state graduation examination in the subject areas of reading, English, mathematics, writing, science and social science shall not receive a high school diploma. The state graduation examination on social science shall include a section on the constitution of the United States and the constitution of New Mexico. If a student exits from the school system at the end of grade twelve without having passed a state graduation examination, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. If within five years after a student exits from the school system the student takes and passes the state graduation examination, the student may receive a high school diploma.

L. Beginning with the 2010-2011 school year, a student shall not receive a New Mexico diploma of excellence if the student has not demonstrated competence in the subject areas of mathematics, reading and language arts, writing, social studies and science, including a section on the constitution of the United States and the constitution of New Mexico, based on a standards-based assessment or assessments or a portfolio of standards-based indicators established by the department by rule no later than January 15, 2008. If a student exits

from the school system at the end of grade twelve without having satisfied the requirements of this subsection, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. If within five years after a student exits from the school system the student satisfies the requirement of this subsection, the student may receive a New Mexico diploma of excellence.

M. As used in this section:

(1) "final next-step plan" means a next-step plan that shows that the student has committed or intends to commit in the near future to a four-year college or university, a two-year college, a trade or vocational program, an internship or apprenticeship, military service or a job;

(2) "interim next-step plan" means an annual next-step plan in which the student specifies post-high-school goals and sets forth the coursework that will allow the student to achieve those goals; and

(3) "next-step plan" means an annual personal written plan of studies developed by a student in a public school or other state-supported school or institution in consultation with the student's parent and school counselor or other school official charged with coursework planning for the student that includes one or more of the following:

(a) advanced placement or honors courses;

(b) dual-credit courses offered in cooperation with an institution of higher education; and

(c) distance learning courses.

N. The secretary may establish a policy to provide for administrative interpretations to clarify curricular and testing provisions of the Public School Code [22-1-1 NMSA 1978].

History: 1978 Comp., § 22-2-8.4, enacted by Laws 1986, ch. 33, § 5; 1987, ch. 320, § 2; 1988, ch. 105, § 2; 1989, ch. 220, § 1; 1990 (1st S.S.), ch. 3, § 3; 1993, ch. 68, § 3; 1993, ch. 92, § 1; 1993, ch. 226, § 7; 1993, ch. 230, § 1; 1995, ch. 174, § 1; 1995, ch. 180, § 1; 1997, ch. 234, § 2; 2001, ch. 257, § 1; 2001, ch. 276, § 1; recompiled and amended as 1978 Comp., § 22-13-1.1 by Laws 2003, ch. 153, § 58; 2004, ch. 29, § 1; 2005, ch. 314, § 1; 2005, ch. 315, § 10; 2007, ch. 305, § 1; 2007, ch. 307, § 8; 2007, ch. 308, § 8.

2007 amendments. — Laws 2007, ch. 305, § 1, Laws 2007, ch. 307, § 8 and Laws 2007, ch. 308, § 8 enacted amendments to this section. Laws 2007, ch. 305, § 1 required that financial literacy be offered as an elective. Laws 2007, ch. 307, § 8 and Laws 2007, ch. 308, § 8 enacted identical amendments to this section. Because Laws 2007, ch. 308 was signed after Laws 2007, ch. 305, § 1 and Laws 2007, ch. 307 were signed, this section is set out as amended by Laws 2007, ch. 308, § 8. See 12-1-8 NMSA 1978.

Laws 2007, ch. 308, § 8 and Laws 2007, ch. 307, § 8, effective July 1, 2007, require school boards to ensure that students have an opportunity to develop next-step plans based on reports of college and workplace readiness assessments and are informed about honors or advance placement courses, career cluster or remediation programs that college and workplace readiness assessments indicate to be appropriate; add Subsections G, I and L; and require that a "next-step plan" include advanced placement or honors courses, dual-credit courses and distance learning courses.

Laws 2007, ch. 305, § 1 provides:

"22-13-1.1. Graduation requirements.

A. At the end of grades eight through eleven, each student shall prepare an interim next-step plan that sets forth the coursework for the grades remaining until high school graduation. Each year's plan shall explain any differences from previous interim next-step plans, shall be filed with the principal of the student's high school and shall be signed by the student, the stu-

dent's parent and the student's guidance counselor or other school official charged with coursework planning for the student.

B. Each student must complete a final next-step plan during the senior year and prior to graduation. The plan shall be filed with the principal of the student's high school and shall be signed by the student, the student's parent and the student's guidance counselor or other school official charged with coursework planning for the student.

C. An individualized education program that meets the requirements of Subsections A and B of this section and that meets all applicable transition and procedural requirements of the federal Individuals with Disabilities Education Act for a student with a disability shall satisfy the next-step plan requirements of this section for that student.

D. A local school board shall ensure that each high school student has the opportunity to develop a next-step plan and is reasonably informed about:

(1) curricular and course options;

(2) opportunities available that lead to different post-high-school options; and

(3) alternative opportunities available if the student does not finish a planned curriculum.

E. The secretary shall:

(1) establish specific accountability standards for administrators, counselors, teachers and school district staff to ensure that every student has the opportunity to develop a next-step plan;

(2) promulgate rules for accredited private schools in order to ensure substantial compliance with the provisions of this section;

(3) monitor compliance with the requirements of this section; and

(4) compile such information as is necessary to evaluate the success of next-step plans and report annually, by December 15, to the legislative education study committee and the governor.

F. Successful completion of a minimum of twenty-three units aligned to the state academic content and

performance standards shall be required for graduation. These units shall be as follows:

- (1) four units in English, with major emphasis on grammar and literature;
- (2) three units in mathematics, at least one of which is equivalent to the algebra 1 level or higher;
- (3) two units in science, one of which shall have a laboratory component; provided, however, that with students entering the ninth grade beginning in the 2005-2006 school year, three units in science shall be required, one of which shall have a laboratory component;
- (4) three units in social science, which shall include United States history and geography, world history and geography and government and economics;
- (5) one unit in physical education;
- (6) one unit in communication skills or business education, with a major emphasis on writing and speaking and that may include a language other than English;
- (7) one-half unit in New Mexico history for students entering the ninth grade beginning in the 2005-2006 school year; and
- (8) nine elective units and seven and one-half elective units for students entering the ninth grade in the 2005-2006 school year that meet department content and performance standards. Student service learning shall be offered as an elective. Financial literacy shall be offered as an elective.

G. The department shall establish a procedure for students to be awarded credit through completion of specified career technical education courses for certain graduation requirements.

H. Final examinations shall be administered to all students in all classes offered for credit.

I. A student who has not passed a state graduation examination in the subject areas of reading, English, mathematics, writing, science and social science shall not receive a high school diploma. The state graduation examination on social science shall include a section on the constitution of the United States and the constitution of New Mexico. If a student exits from the school system at the end of grade twelve without having passed a state graduation examination, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. If within five years after a student exits from the school system the student takes and passes the state graduation examination, the student may receive a high school diploma.

J. As used in this section:

(1) "final next-step plan" means a next-step plan that shows that the student has committed or intends to commit in the near future to a four-year college or university, a two-year college, a trade or vocational program, an internship or apprenticeship, military service or a job;

(2) "interim next-step plan" means an annual next-step plan in which the student specifies post-high-school goals and sets forth the coursework that will allow the student to achieve those goals; and

(3) "next-step plan" means an annual personal written plan of studies developed by a student in a public school or other state-supported school or institution in consultation with the student's parent and school counselor or other school official charged with coursework planning for the student.

K. The secretary may establish a policy to provide for administrative interpretations to clarify curricular and testing provisions of the Public School Code."

~~22-13-1.4. Honors or similar classes in mathematics and language arts; dual credit courses; languages other than English.~~

~~A. Beginning with the 2006-2007 school year, each school district shall offer at least one honors or similar academically rigorous class each in mathematics and language arts in each high school.~~

~~B. Beginning in the 2008-2009 school year, each school district shall also offer a program of courses for dual-credit, in cooperation with an institution of higher education, and a program of distance learning courses.~~

~~C. Beginning with the 2009-2010 school year, each school district shall offer at least two years of a language other than English in each high school.~~

~~History: Laws 2005, ch. 78, § 1; 2007, ch. 307, § 9; 2007, ch. 308, § 9.~~

~~2007 amendments. — Laws 2007, ch. 307, § 9 and Laws 2007, ch. 308, § 9 enacted identical amendments to this section. The 2007 amendments, effective July 1, 2007, add Subsections B and C.~~

~~22-13-1.6. Uniform grade and subject curricula; professional department.~~

~~A. Each school district shall align its curricula to meet the state standards for each grade level and subject area so that students who transfer between public schools within the school district receive the same educational opportunity within the same grade or subject area.~~

~~B. Each school district's aligned grade level and subject area curricula shall be in place as follows:~~

~~(1) for mathematics, by the 2008-2009 school year; and~~

~~(2) for language arts and science, by the 2009-2010 school year.~~

**College/Workplace Readiness and High School Redesign
Statutory Requirements--2007 Legislature**

Provision	NMSA 1978 Section	Effective school year
Grade 9 standards-based assessments eliminated	§22-2C-4.B.(3)	2007-2008
College/workplace readiness assessments in grades 9, 10 and 11 in place	§22-2C-4.1	2008-2009
Instruction in science & social studies in grades 1 through 3	§22-13-1.C.	Immediately
Algebra I offered in grade 8	§22-13-1.E.	2008-2009
NM Diploma of Excellence required for all students: 1 additional unit; 4 units math; 2 units lab science; 1 unit career cluster, workplace readiness or language other than English	§22-13-1.1.I.	Students entering grade 9 in 2009-2010
One credit for graduation as an AP, dual credit or distance learning course required for all students	§22-13-1.1.G.	Students entering grade 9 in 2009-2010
PED to provide by rule for new HS graduation assessment or portfolio	§22-13-1.1.L.	By January 15, 2008
New graduation assessment or portfolio required for graduation in place	§22-13-1.1.L.	2010-2011
Programs of dual credit courses and distance learning offered by school districts	§22-13-1.4.A. and B.	2008-2009
At least two years of a language other than English offered in each high school	§22-13-1.4.C.	2009-2010
Compulsory school attendance until age 18 unless student graduates, earns GED, or parent gives signed written permission in case of hardship	§22-12-2.A.	Immediately
Certificates of employment and part-time schools eliminated	§22-12-6. (Repealed)	Immediately
Math curricula aligned to state standards by all districts	§22-13-1.6.B.(1)	2008-2009
Language arts and science curricula aligned to state standards by all districts	§22-13-1.6.B.(2)	2009-1010
Financial literacy offered as a high school elective	§22-13-1.1.F.(8) see footnote	Immediately

State Alignment Systems
Exams used for high school achievement and college placement

State	Name of Exam & Administration	Use in HS				Use in Postsecondary		Since date/statute	Notes Source
		AYP	State Rating	Graduation Req.	Advsmt.	Admission	Placement		
CA	California augments 3 of its 11 th grade standards-based tests with 15 items each, provided by Cal State University System, so students know before 12 th grade if they need remediation in language arts or math. The results are used only for advisement.								
	Early Assessment Program (EAP) of California Standards Test (CST) in grade 11 – English-language arts – Algebra II and – Summative HS Math	No.	N.A.	No. CA uses Cal HS Exit Exam (CAHSEE) in English language arts (reading, writing) and math for state exit exam. First attempt in spring grade 10 with five add'l opportunities to pass each section.	Yes. Student, school and district receive reports before the end of the calendar year	No.	Yes, advisory for community college placement	2003 Joint initiative of California State University (CSU), the California Department of Education (CDE) and the Cal. State Board of Education (SBE) SB 1653 Early Assessment Program currently before CA senate for CC advisement	http://www.cde.ca.gov/ci/gs/ps/eapindex.asp Program has three components: 1) exams in 11 th grade, 2) 12 th grade college preparation, and 3) teacher P.D. Lupita Cortez Alcala 916-319-0558 lalcala@cde.ca.gov
CO	Colorado requires every student to take the ACT in April of 11 th grade. The results are included on students' transcripts and may be used for college admission and placement.								
	Colorado ACT Required for all grade 11 students. Administered late April; make-up in late May; results July; released Aug.	No. CO uses Col Stu Assmt Prog in grades 3-10	Yes. (CSAR) Colo. School Acct. Rating	No. Must include on student transcript	Locally determined	IHEs accept CO-ACT score as an "official" ACT score.		2001 C.S. 22-7-409.(1.5)	Russ Masco (Consolidated Fed'l Programs) 303-866-6306. Diane Lefley (Supervisor of Measurement) 303-866-6997 [study in 05 shows .75-.8 correlation with 10 th gr CSAP] [Will present trend data at CCSSO conf June 25-28] Gully. Stanford@cic.state.co.us

State Alignment Systems

Exams used for high school achievement and college placement

State	Name of Exam & administration	Use in HS				Use in Postsecondary		Since date/statute	Notes Source
		AYP	State Rating	Grad. Req.	Advsmnt.	Admission	Placement		
IL	Illinois requires all students to take the ACT, 2 WorkKeys components and a state science assessment in 11 th grade as part of its state assessment and accountability system. The results are used in determining proficiency for computing AYP and are included on students' transcripts; results may be used for college admissions and placement.								
	Prairie State Achievement Exam (PSAE). Includes <u>ACT</u> , a state-developed science assmt & 2 WorkKeys (reading for info & applied math). Student must have 2 chances in grade 11 to take exam.	Yes.	N.A.	Must <u>take</u> the exam. Goes on perm transcript. No score set for grad but a cut score is used for Prairie State Achievem't Award.		ACT part can be used for admission		2004. (ILCS 5/2-3.64)	Becky McCabe, Student Assessment Division Administrator 217-782-4823 (left msg) Kathy Johnson Regional Prog. Dir. U of Ill 847-446-1275 johnson2@uillinois.edu left msg./e-mail
KY	Kentucky is in the process of establishing a phase-in schedule for 3 required ACT assessments in grades 8, 10 and 11, to be provided at state expense. Results will be used for student advisement in high school and for state school rating system but not yet for AYP. ACT is used for college admission and placement.								
	Phasing in the Kentucky Work & College Readiness Exam: EXPLORE-Gr 8 (06-07) PLAN-Gr 10 fall (06-07) ACT-Gr 11 spr (07) Individual learning plan in Grade 11. Work-Keys – students in grades 10, 11, 12 may take at state expense, no later than 07-08.	No. KY uses CATS in math, read'g only (this may chnge)	Yes, among other pieces (see file)	No.	Yes. Refer to AP or provide inter-vention, as indicated Teacher PD will be provided as per ACT policy.	ACT, yes	Yes, mandatory Placement req in KY for all higher ed. (CC may choose to use Compass or other for placement)	SB 130 (2006) amending KRS 158.6453 Leg. passed spring 2006 requiring all students in 11 th grade take the ACT, effective spring 2007	Legislation passed Jan 06. Board will determine in Aug. 06 how to implement. Phase- in schedule is not finalized. Need to resolve concern re: modified assessments/ accoms for students w/ disabilities Note: 06 stat also requires standardized <u>end-of-course tests</u> in Algebra I, Algebra II & Geometry by 08-09. Kathy Moore in the office of Roger Ervin 502-564-9853 Re: IHE info contact Com'n on PSE, 502-573-1555. Charles McGrew 502-573-1555

State Alignment Systems

Exams used for high school achievement and college placement

State	Name of Exam & Administration	Use in HS				Use in Postsecondary		Since date/statute	Notes Source
		AYP	State Rating	Grad. Req.	Advsm't.	Admission	Placement		
LA	Louisiana underwrites cost of any student who voluntarily elects to take EXPLORE, grades 8 & 9, and PLAN, grade 10. Results are used for student advisement in middle and high school. ACT (at student expense) is used for college admission and placement.								
	EPAS: ACT Inc. Educational Planning and Assessment System EXPLORE & PLAN <u>students participate voluntarily</u> Districts sign MOU w/ State Bd of Regents to offer EXPLORE grade 8/9 and/or PLAN grade 10. All districts in state participate.	No. Use LA Educ Assmt Prog 21 & Grad Exit Exam (GEE) 21 (State has correl tables.)	N.A.	No. GEE 21 Math & Eng in Gr 10 GEE 21 Science & Soc Stud in Gr 11 To grad, must pass Math, Eng & either Sci or SoSt	Yes. Regents pay for staff training provided by ACT.	A student cannot be admitted if needs more than one remedial course Cite: website		2001 Based on Louisiana Regents Master Plan for Public Postsecondary Education.	LA Regents website. Heather Devall, EPAS Program Mgr. 225-342-4253 Higher Ed Regents pay full cost of EXPLORE & PLAN Note: state claims approx. 85% – 90% of HS students take and pay for the ACT in grade 11. LA has aligned ACT college readiness standards with state required comprehensive curriculum.
ME	Maine requires all 11 th grade students to take the SAT and expects to use results for AYP purposes. State will work with vendors to develop items or test components (i.e., science) to address areas not covered by the SAT.								
	SAT in critical reading, writing and mathematics 11 th grade April 1 administration Will require PSAT (for grade 10) in 2007.	Yes, pend'g appr. USDoE		No. HS grad reqs established by locally determined assessment of state stds. Revised rules for HS grad will prob req SAT as an element, not determinatv.	School and student receive SAT reports usable for advisem't purposes.	Pursuant to IHE policy.	Pursuant to IHE policy.	2006. Maine Statute Title 20-A, Chapter 222, §6202 charges Commissioner of Education to establish a statewide assessment program.	Valerie Seabert 207-624-6834 State pays \$40 per student cost and provides free bus transport and food for Saturday test date. At state expense, high schools provide College Board online test preparation course for all students 9-12 year round.

State Alignment Systems

Exams used for high school achievement and college placement

State	Name of Exam & administration	Use in HS				Use in Postsecondary		Since date/statute	Notes Source
		AYP	State Rating	Grad. Req.	Advsmt.	Admission	Placement		
MI	Michigan will require all 11 th grade students to take the ACT and WorkKeys beginning in spring 2007, and will use ACT results for AYP purposes.								
	MICH Merit Exam will be both ACT and Work-keys over 2-day period in spring of 11 th grade ACT measures English language arts, math, reading, social Studies, science. Workkeys assessmt of English lang. arts, math, science, & soc. studies	Yes, Pend'g Appr. USDOE	Report Card incls school accred which req 95% partic in exams.	Not by state law, but a district may make it a graduation requirement.		Yes.	Depends on institutional policy.	Begins 2007 for the class of 2008, pending approval by USDoE for NCLB purposes. Mich Public Acts 592-596 of 2004. Signed by Gov. in Jan. 2005.	State will pay for the 2-day test and for one re-take Jan Ellis 517-241-4395
TX	The Texas Higher Education Coordinating Board has determined college readiness cut scores for several instruments, including the reading, writing and math components of the mandatory 11 th grade state TAKS test. The college readiness cut score is different from the score required for high school graduation. (Cut scores have also been identified for the ACT, COMPASS, ACCUPLACER and the Texas Higher Education Assessment.)								
	A college-readiness cut score for TAKS (Texas Assessment of Knowledge & Skills) mandatory 11 th grade test correlates with college placement test scores (incl. ACT and SAT) to serve as predictor of college success. Applies to TAKS Exit Level (11) Mathematics, English and Writing. Admin. 11 th grade spring semester.	Yes.		Yes, a portion of the same test that is used for HS grad. Lower "cut" score for HS grad. (Note: state cut score for HS grads is increasing over 3 years from 04 to 07)	Study relates scale score on college readiness test to predict'd ACT & SAT-1 scores.	No.	If student achieves cut score on the Higher Ed Readiness Component set by the Texas Higher Ed Coordinating Bd (THECB), is exempt from taking TX Success Init (TSI) assessment required in stat. for state IHEs (§51.306).	Spring 2004 Texas Ed. Code 39.023 (c) and 51.3062 requires college readiness component as part of the state std based assessment (TAKS) (1987 law mandating college readiness test (TASP), Sec 51.306 Texas Ed Code).	Victoria Young, Dir. of Reading, Writing & Social Studies, TEA. 512-463-9536 (did not speak to her) Technical Digest 03-04, Chapter 8. (See TEA website)

22-2C-1

2007 SUPPLEMENT

22-2C-4

<p>History: Laws 2007, ch. 255, § 1. Effective dates. — Laws 2007, ch. 255 contains no effective date provision, but, pursuant to N.M. Const.,</p>	<p>art. IV, § 20, is effective June 15, 2007, 90 days after the adjournment of the legislature.</p>
<p>ARTICLE 2C</p> <p>Assessment and Accountability</p>	
<p>Sec. 22-2C-1. Short title. 22-2C-4. Statewide assessment and accountability system; indicators; required assessments; alternative assessments; limits on alternatives to English language reading assessments. 22-2C-4.1. Statewide college and workplace readiness assessment system. 22-2C-5. Student achievement ratings; calculation of adequate yearly progress.</p>	<p>Sec. 22-2C-6. Remediation programs; promotion policies; restrictions. 22-2C-7. Adequate yearly progress; school improvement plans; corrective action; restructuring. 22-2C-7.1. Failing school subject to reopening as state-chartered charter school; requirements. 22-2C-11. Assessment and accountability system reporting; parent survey; data system; fiscal information.</p>
<p>22-2C-1. Short title.</p> <p>Chapter 22, Article 2C NMSA 1978 may be cited as the "Assessment and Accountability Act".</p>	
<p>History: 1978 Comp., § 22-2A-1, enacted by Laws 2003, ch. 153, § 10; 2007, ch. 307, § 2; 2007, ch. 308, § 2; 2007, ch. 309, § 2. 2007 amendments. — Laws 2007, ch. 307, § 2, Laws 2007, ch. 308, § 2 and Laws 2007, ch. 309, §</p>	<p>2 enacted identical amendments to this section. The 2007 amendments, effective June 15, 2007, change the statutory reference to the act.</p>

22-2C-4. Statewide assessment and accountability system; indicators; required assessments; alternative assessments; limits on alternatives to English language reading assessments.

A. The department shall establish a statewide assessment and accountability system that is aligned with the state academic content and performance standards and that measures adequate yearly progress for each public school and school district. Adequate yearly progress shall be determined primarily by student academic achievement, as demonstrated by statewide standards-based assessments; however, the department may include other indicators of adequate yearly progress, including graduation rates for high schools and attendance for elementary and middle schools.

B. The academic assessment program for adequate yearly progress shall test student achievement as follows:

(1) for grades three through eight and for grade eleven, standards-based assessments in mathematics, reading and language arts and social studies;

(2) for grades three through eight, a standards-based writing assessment with the writing assessment scoring criteria applied to the extended response writing portions of the language arts standards-based assessments; and

(3) for one of grades three through five and six through eight and for grade eleven, standards-based assessments in science by the 2007-2008 school year.

C. The department shall involve appropriate licensed school employees in the development of the standards-based assessments.

D. All students shall participate in the academic assessment program. The department shall adopt standards for reasonable accommodations in standards-based assessments for students with disabilities and limited English proficiency, including when and how accommodations may be applied. The legislative education study committee shall review the standards prior to adoption by the department.

E. Students who have been determined to be limited English proficient may be allowed to take the standards-based assessment in their primary language. A student who has attended school for three consecutive years in the United States shall participate in the English language reading assessment unless granted a waiver by the department based on criteria established by the department. An English language reading assessment waiver may be granted only for a maximum of two additional years and only on a case-by-case basis.

History: 1978 Comp., § 22-2A-4, enacted by Laws 2003, ch. 153, § 13; 2004, ch. 31, § 1; 2005, ch. 315, § 2; 2007 ch. 306, § 1; 2007, ch. 307, § 3; 2007, ch. 308, § 3.

2007 amendments. — Laws 2007, ch. 306, § 1, Laws 2007, ch. 307, § 3 and Laws 2007, ch. 308, § 3 enacted amendments to this section.

Laws 2007, ch. 307, § 3 and Laws 2007, ch. 308, § 3, effective July 1, 2007, enact identical amendments that amend Subsection B to change "grades three through nine" to "grades three through eight"; amend Subsections A, B, C and E to change "standards-based academic performance tests" to "standards-based assessments"; and amend Subsection D to change "academic testing" to "standards based assessments".

Laws 2007, ch. 306, § 1, effective July 1, 2008, amends Subsection B to change "grades three through nine" to "grades three through eight" and amends Subsections A, B, C and F to change "standards-based academic performance tests" to "standards-based assessments"; adds a new Subsection D providing that the department provide student scores before August 5 of each year to students' school districts. Section 12-1-8 NMSA 1978 provides that regardless of the effective date of the three 2007 amendments to 22-2C-4, the last one signed by the governor is presumed to be the law. Laws 2007, ch. 306, § 1 provides:

"22-2C-4. Statewide assessment and accountability system; indicators; required assessments; alternative assessments; limits on alternatives to English language reading assessments.

A. The department shall establish a statewide assessment and accountability system that is aligned with the state academic content and performance standards and that measures adequate yearly progress for each public school and school district. Adequate yearly progress shall be determined primarily by student academic achievement, as demonstrated by statewide standards-based assessments; however, the department may include other indicators of adequate yearly progress, including graduation rates for high schools and attendance for elementary and middle schools.

B. The academic assessment program for adequate yearly progress shall test student achievement as follows:

(1) for grades three through eight and for grade eleven, standards-based assessments in mathematics, reading and language arts and social studies;

(2) for grades three through eight, a standards-based writing assessment with the writing assessment scoring criteria applied to the extended response writing portions of the language arts standards-based assessments; and

(3) for one of grades three through five and six through eight and for grade eleven, standards-based assessments in science by the 2007-2008 school year.

C. The department shall involve appropriate licensed school employees in the development of the standards-based assessments.

D. Before August 5 of each year, the department shall provide student scores on all standards-based assessments taken during the prior school year and required in Subsection B of this section to students' respective school districts in order to make test score data available to assist school district staff with appropriate grade-level and other placement for the current school year.

E. All students shall participate in the academic assessment program. The department shall adopt standards for reasonable accommodations in academic testing for students with disabilities and limited English proficiency, including when and how accommodations may be applied. The legislative education study committee shall review the standards prior to adoption by the department.

F. Students who have been determined to be limited English proficient may be allowed to take the standards-based assessment in their primary language. A student who has attended school for three consecutive years in the United States shall participate in the English language reading assessment unless granted a waiver by the department based on criteria established by the department. An English language reading assessment waiver may be granted only for a maximum of two additional years and only on a case-by-case basis."

22-2C-4.1. Statewide college and workplace readiness assessment system.

A. The department shall establish a readiness assessment system to measure the readiness of every New Mexico high school student for success in higher education or a career no later than the 2008-2009 school year. The department shall ensure that the readiness assessment system is aligned with state academic content and performance standards, college placement tests and entry-level career skill requirements. The readiness assessment system shall include the following components:

(1) a high school readiness assessment in English, reading, mathematics and science in the fall semester of grade nine;

(2) a college readiness assessment in English, reading and mathematics in grade ten; and

(3) a workplace readiness assessment to assess applied skills in reading, mathematics and locating information in grade eleven.

B. All students at the specified grade level shall participate in the readiness assessment system at no cost to the student.

C. The department shall ensure that results of performance on readiness assessments are reported to students, parents and public schools no later than four weeks following the date on which the assessments are administered, in a form that is easily understandable and useful in the next-step planning process. Reports of assessment results shall be provided to students and parents in writing whenever possible, but, if necessary, orally in the language best understood by each student and parent.

D. The department shall adopt standards for reasonable accommodations in the administration of readiness assessments for students with disabilities and limited English proficiency, including when and how accommodations may be applied.

E. In developing or selecting the high school or college readiness assessments, the department may adopt commercially available standards-based assessments that meet the requirements of this section. The department shall involve appropriate licensed school employees in the development or selection of readiness assessments.

History: Laws 2007, ch. 307, § 4 and Laws 2007, ch. 308, § 4

Duplicate laws. — Laws 2007, ch. 307, § 4 and Laws 2007, ch. 308, § 4 enacted identical sections, effective on July 1, 2007.

~~22-2C-5. Student achievement ratings; calculation of adequate yearly progress.~~

~~The department shall adopt the process and methodology for calculating adequate yearly progress. The statewide standards-based assessments used to assess adequate yearly progress shall be valid and reliable and shall conform with nationally recognized professional and technical standards. Academic performance shall be measured by school and by the following subgroups:~~

- ~~A. ethnicity;~~
- ~~B. race;~~
- ~~C. limited English proficiency;~~
- ~~D. students with disabilities; and~~
- ~~E. poverty.~~

~~**History:** 1978 Comp., § 22-2A-5, enacted by Laws 2003, ch. 153, § 14; 2007, ch. 309, § 3.~~

~~The 2007 amendment, effective June 15, 2007, changes "performance tests" to "assessments".~~

~~22-2C-6. Remediation programs; promotion policies; restrictions.~~

~~A. Remediation programs, academic improvement programs and promotion policies shall be aligned with school-district-determined assessment results and requirements of the state assessment and accountability program.~~

~~B. Local school boards shall approve school-district-developed remediation programs and academic improvement programs to provide special instructional assistance to students in grades one through eight who do not demonstrate academic proficiency. The cost of remediation programs and academic improvement programs shall be borne by the school district. Remediation programs and academic improvement programs shall be incorporated into the school district's educational plan for student success and filed with the department.~~

~~C. The cost of summer and extended day remediation programs and academic improvement programs offered in grades nine through twelve shall be borne by the parent; however, where parents are determined to be indigent according to guidelines established by the department, the school district shall bear those costs.~~

~~D. Diagnosis of weaknesses identified by a student's academic achievement may serve as criteria in assessing the need for remedial programs or retention.~~



NEW MEXICO ASSOCIATION OF COMMUNITY COLLEGES

Ty Trujillo, Executive Director
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Santa Fe, NM 87505

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October 10, 2007

RECEIVED
VIA FAX

NOV 09 2007

Secretary Reed Dasenbrock
New Mexico Higher Education Department
1068 Cerrillos Road
Santa Fe, New Mexico 87505

Dear Secretary Dasenbrock:

The board of the New Mexico Association of Community Colleges appreciates your concern for our position on the matter of which type of test should be administered to high school students to determine college readiness. On October 10, 2007, the board agreed that a nationally-normed test would allow the ability for public post-secondary institutions in New Mexico to use national standards and benchmarks that would not otherwise be available from a test developed in New Mexico.

Thank you very much for your support and including NMACC in the discussion of this matter. Please feel free to contact representatives from NMACC for any further discussions.

Sincerely,

Dr. Margie Huerta, President
New Mexico Association of Community Colleges

CC: Branch Community Colleges Chief Executive Officers



COUNCIL OF UNIVERSITY PRESIDENTS

RECEIVED
VIA FAX

NOV 09 2007

September 20, 2007

Dr. Reed Dasenbrock, Secretary
New Mexico Higher Education Department
1068 Cerrillos Road
Santa Fe, NM 87505-1650

Dear Secretary Dasenbrock,

The New Mexico Council of University Presidents (Council) has discussed the matter of a "placement" test to be administered to 10th grade high school students for the specific purpose of early determination of college readiness and remediation prior to graduation from high school. The Council supports the concept with consideration for the following points.

It is vitally important that any such test be nationally norm referenced. We understand there is some lingering discussion of developing a New Mexico specific test and oppose that approach for important reasons.

- Universities are under increasing pressure to broaden access, implement additional student success programs, and graduate more students while preparing graduates to compete in the "Flat World" economy. Universities must be responsive to all of these charges as they prepare graduates to compete down the street, across the state, in another state, or overseas. Utilizing a test that measures only what the New Mexico public schools are supposed to be teaching is the ultimate form of "teaching the test" and holds relation to college readiness only when public school outcomes are fully aligned with college and university expectations; expectations that are driven not by what public schools chose to teach, but by accreditation, professional standards and credentialing. A New Mexico test tied to outcomes measures makes sense as a vehicle for determining delivery of the curriculum; it does not measure college readiness.
- Surely, we have learned from the New Mexico High School Proficiency Exam experience. The test cannot be about looking good rather than being good. Under-prepared students are a shared concern and responsibility that can only be informed by a meaningful measure of readiness. This is not about laying blame or finding fault; this is about getting it right. Learning patterns determined by rigorous nationally benchmarked readiness testing may reveal strengths and weaknesses about both public school and higher education policies and practices.

We suggest the assessment be referred to as "The College Readiness Test" rather than "The College Placement Test." Yes, university admissions standards and cut scores are a confusing mixed bag for high school students and counselors alike. However, the goal of this effort is to help students succeed, not to generate unrealistic expectations and not to standardize placement cut scores. Arriving at a cut score common denominator would most likely mean arriving at the lowest common denominator, and that would be a step backwards. Similarly, the goal of being consistent or systemic should never trump the goal of being excellent and awarding degrees that matter.

The Council asks for your consideration and support in this matter. We appreciate the shared efforts of the New Mexico Public and Higher Education Departments and stand ready to assist.

Sincerely,

A handwritten signature in dark ink, appearing to read "D. Lepre", with a stylized flourish at the end.

David A. Lepre, Executive Director
New Mexico Council of University Presidents

November 13, 2007

From the New Mexico Business Roundtable for Educational Excellence:

In just the last few years business leaders in New Mexico have raised the expectations of students entering college and the workplace after graduating from High School. As recent as 5 years ago many employers in New Mexico were saying, "just give me a high school graduate with soft skills and I'll train them to meet the needs of the specific work place." That philosophy has seen a substantial shift; the expectation of employers is that having a high skilled and work ready individual out of high school is now imperative in order to advance directly into college and/or the work place.

The New Mexico Business Roundtable for Educational Excellence (NMBREE) has been working the last several months in collaboration with ACT Work Keys to define work ready and work place needs as a part of the alignment work of the American Diploma Project. Through ACT Work Keys there has been a substantial amount of job profiling via focus groups and extensive one on one interview's with small, medium, and large businesses and business leaders in New Mexico.

New Mexico has synthesized the sixteen (16) career clusters recognized by the US Departments of Education and Labor into seven (7) career clusters with direct impact to New Mexico's overall and regional economies. NMBREE is in the process now of categorizing work ready needs into these seven (7) cluster areas.

Larry Langley, *President/CEO*

New Mexico Business Roundtable

5600 Eagle Rock Ave, NE

Albuquerque, NM 87113

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